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ABSTRACT

Guidelines are presented for a program to prepare educational personnel to work with young children displaying learning and behavior disabilities despite adequate intelligence, hearing, vision, motor capacity, and emotional adjustment. The program provides the following skills and competencies to prospective clinical teachers: (1) skills in identification of perceptual abilities, communication skills, self-concept, principles of learning, cultural influences, the understanding of "self", the case study approach; (2) competencies in utilizing types of responses, questioning, and stimuli for effective teaching; (3) knowledge of subject content in art, science, math, and reading; and (4) ability to utilize these skills and competencies in designing educational programs and performing in the classroom. Seven procedures to achieve these goals are: comprehensive course work, an interdisciplinary seminar, an early intervention workshop, the development of a children's center, field work, a special section of college courses, and directed study involving individualized instruction. A performance rating scale is attached. (CK)

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Guideline for Developing Contextual Conceptualization in the Training of Education Personnel for Young Children - An Approach for the Prevention of Learning and Behavior Problems

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INTRODUCTION

These guidelines were incorporated in the training program funded by the Bureau of Education Personnel Development, U.S.O.E., Washington, D.C.

The writer is indebted to Drs. Donald Ferguson (Guidance), Roger Cole (Linguistics), Robert O'Hara (Linguistics), and Patricia Waterman (Anthropology). For the preparation of inter-disciplinary seminar content and case study (child study) outlines.

The program was designed to prepare educational personnel (clinical teachers) to work with young children displaying learning and behavior disabilities despite adequate intelligence, hearing, vision, motor capacity and emotional adjustment. The program provides the following skills and competencies to prospective clinical teachers to work in the regular classroom.

A. Skills in identification and appraisal of the following for educational programming:

1. Knowledge of the following sensory perceptual areas effecting learning and behavior:

Visual Processes	Auditory Processes
Visual Discrimination Similarities and differences Matching	Auditory Discrimination Similarities and differences Matching
Visual Memory Immediate Recall	Auditory Memory Immediate Recall
Visual Sequencing Recall correct order of visual stimuli	Auditory Sequencing Recall correct order of auditory stimuli
Visual Decoding Comprehension of visual stimuli	Auditory Decoding Comprehension of auditory stimuli
Sensori-Motor Processes or Non-Verbal Processes	Association Processes
Visual Motor Eye-hand coordination Copying Left-right progression Small muscle coordination	Visual Motor Auditory Visual Auditory Vocal
Tactile Object Letters Numbers	Visual Vocal Auditory Motor
Written Language Check the quality of child's written work Spelling	

2. The developmental discrepancies related to:

gross motor
visual motor
auditory memory
auditory discrimination
visual memory
visual discrimination
visual motor
integration
association

3. The development of communication skills such as:

   listening
   thinking
   reading
   writing
   spelling
   problem solving
   inductive reasoning
   deductive reasoning

4. The development of self concept

   a) Study the variables which are presumed to influence the development of the self concept of parent-child interaction, social interaction (other than parent-child), body traits, educationally induced success and failures, learning.

   b) Study the behavior which are presumed to depend on the self concept - self regard and "adjustment" performance in learning tasks, self regard and ethnocentrism, self acceptance and acceptance of others.

5. The principles of learning:

   motivation
   response
   reinforcement
   feedback

6. The influence of pluralistic cultural context including family and child-rearing techniques of child's behavior and development.

7. The understanding of "self" as it relates to differentiating variables described above (106).

8. The know-how's of child study (case study) approach.

   Linguistic Approach to Case Study

   a) to deal with raw data from fieldwork experiences
   b) to be able to understand language and phonology
   c) to acquire experience at transcribing language
   d) to find what components make up a dialect
   e) to discover what extent it might be possible to determine if students have measurable retardation
   f) to be able to compare the linguistics of different cultures within the fieldwork setting
   g) this information could be used for the development of language games, code switching or other resources
   h) open to suggestions

Case Studies in Education and Culture

a) to work with a series of books on various cultures (short books)
b) Japanese School, German School, American Indian, Blacks (Big City), New Guinea, Amish and others, also open to suggestions
c) to see how one works with different cultures within school situation, class situation
d) how does the school fit into the entire community
e) different ethnic comparisons
f) students could work individuably or within groups

Psycho-Educational Case Study

a) look at one model for doing child study
b) problems centered and follow a scientific investigation process
c) deal with four general areas:

(1) identification, clarification of problem
(2) analysis of causes
(3) developing suggestions for solution
(4) follow up

B. Competencies in utilizing the following for effective teaching:

1. Verbal responses.
2. Non-verbal responses.
3. Verbal and non-verbal responses.
4. Fluency in asking questions.
5. Probing questions.
6. Divergent questions.
7. Recognizing and attending behavior.
8. Stimulus variations.
9. Silence and non-verbal cues.
10. Interpersonal relationship and group interactions.

C. Knowledge of the following subject content:

1. Science for the child.
2. Art for the child.
3. Math for the child.
4. Reading for the child.

D. Ability to design educational programs and perform in the classroom by utilizing above mentioned skills and competencies.

Procedures to Achieve Goals

1. Comprehensive course work in the area of developmental appraisal of young children.
2. Interdisciplinary Seminar.
3. Early Intervention Workshop.
4. Development of Children's Center.
5. Field Work.
6. Special Section of College Courses.
7. Directed Study: Individualized Instruction.

PERFORMANCE SCALE

Performance Rating of Participant on Performance Criteria

ITEMS	Number of Participant Ratio as: Adequate or More than Adequate	Less than Adequate
1. Assess the sensory and perceptual areas affecting learning and behavior a) auditory b) visual c) motoric d) associational		
2. Prepares profiles of the developmental discrepancies related to a) gross motor b) visual motor c) auditory memory d) visual memory e) visual discrimination		
3. Makes use of information related to self concept variables a) parent-child interaction b) social interaction c) body traits d) educationally induced success and failure e) learning		
4. Applies the principles of learning a) motivation b) response c) reinforcement d) feedback		
5) Makes consistent effort to understand behavior as it relates in pluralistic cultural context		
6) Critically evaluates his/her own self performance		

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Performance Rating of Participant on Performance Criteria

ITEMS	Number of Participant Ratio as: Adequate or More than Adequate	Less than Adequate
7. Acts as non-reactive participant observer of a) children's behavior b) parent's behavior c) professional colleagues behavior		
8. Plans and evaluates his/her a) verbal responses b) non-verbal responses c) verbal and non-verbal responses d) fluency in asking questions e) probing questions f) divergent questions g) recognizing and attending behavior h) stimulus variations i) silence and non-verbal cues j) interaction relationship and group interactions		
9. Follows and evaluates children's a) verbal responses b) non-verbal responses c) verbal and non-verbal responses d) fluency in asking questions e) probing questions f) divergent questions g) recognizing and attending behavior h) stimulus variations i) silence and non-verbal cues j) interaction relationship and group interactions		

Performance Rating of Participant on Performance Criteria

ITEMS	Number of Participant Ratio as: Adequate or More than Adequate	Less than Adequate
10. Displays the knowledge of the subject matter content a) reading b) math c) art d) science		
11. Relates with other educational personnel		
12. Consults professional journals for current research		
13. Subscribes to professional groups and journals		
14. Develops child studies (case study) of individual children		